Willingboro Public Schools
Curriculum template.pending review

Revised June, 2022
name - Supervisor of ?

Curriculum template.pending review
(From New Jersey Student Learning Standards)

<insert NJSLS Curriculum Overview Here>

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Overview	Content Standards	Unit Focus
Unit 1 **Prehistory & Ancient Mesopotamia Pt. 1**	● 6.2.8.HistoryCC.1.c ● 6.2.8.HistorySE.1.a ● 6.2.8.CivicsPI.2.a ● 6.2.8.CivicsHR.2.a ● 6.2.8.GeoSV.2.a ● 6.2.8.GeoHE.2.a ● 6.2.8.GeoGE.2.a ● 6.2.8.HistoryCC.2.a ● 6.2.8.HistoryCC.2.b ● 6.2.8.HistoryCC.2.c ● 6.2.8.HistoryCA.2.a	During Unit 1, students will be introduced to Prehistory and Part 1 of Ancient Mesopotamia. Students will learn how early humans adapted to their environment. They will be exposed to geography, religious concepts, and the civilization of Mesopotamia.
Unit 1: *Suggested Open Educational Resources*	● Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2	
Unit 2 **Ancient Mesopotamia Pt.2 & Ancient Egypt**	● 6.2.8.HistoryCC.1.c ● 6.2.8.HistorySE.1.a ● 6.2.8.CivicsPI.2.a ● 6.2.8.CivicsHR.2.a ● 6.2.8.GeoSV.2.a ● 6.2.8.GeoHE.2.a ● 6.2.8.GeoGE.2.a ● 6.2.8.HistoryCC.2.a ● 6.2.8.HistoryCC.2.b ● 6.2.8.HistoryCC.2.c ● 6.2.8.HistoryCA.2.a ● 6.2.8.HistoryUP.3.c ● 6.2.8.GeoHE.4.b	During Unit 2, students will continue to learn about Ancient Mesopotamia and be introduced to Ancient Egypt. Students will learn about Egyptian civilization and innovations. Students will also learn about the major beliefs and rituals in Judaism.
	● Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2	

Overview	Content Standards	Unit Focus
Suggested Open Educational Resources		
[Unit 3](#) **Ancient India & Ancient China**	• 6.2.8.GeoPP.1.a • 6.2.8.GeoPP.1.b • 6.2.8.HistoryCC.1.a • 6.2.8.HistoryCC.1.b • 6.2.8.HistoryCC.1.c • 6.2.8.HistorySE.1.a • 6.2.8.CivicsPI.2.a • 6.2.8.CivicsHR.2.a • 6.2.8.GeoHE.2.a • 6.2.8.GeoSV.2.a • 6.2.8.GeoGE.2.a • 6.2.8.HistoryCC.2.a • 6.2.8.HistoryCC.2.b • 6.2.8.HistoryCC.2.c • 6.2.8.CivicsPI.3.a • 6.2.8.HistoryUP.3.b • 6.2.8.EconEM.3.a • 6.2.8.EconGE.3.a • 6.2.8.HistoryUP.3.a	During Unit 3, students will be introduced to Ancient India and Ancient China. Students will learn about Ancient Indian civilization, Hinduism, and inventions created during Ancient and Medieval China.
Unit 3: *Suggested Open Educational Resources*	• Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2	

Overview	Content Standards	Unit Focus
[Unit 4](#) **Ancient Greece**	● 6.2.8.CivicsHR.3.a ● 6.2.8.HistoryUP.3.b ● 6.2.8.CivicsDP.3.a ● 6.2.8.GeoPP.3.a ● 6.2.8.GeoPP.3.b ● 6.2.8.EconEM.3.a ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryUP.3.a ● 6.2.8.HistoryCA.3.a ● 6.2.8.HistoryUP.3.c ● 6.2.8.HistoryCC.3.a	During Unit 4, students will be introduced to Ancient Greece. Students will learn about Greek civilization, the impact of geography on the civilization, and democracy.
Unit 4: *Suggested Open Educational Resources*	● Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2	

Unit 1: Prehistory & Ancient Mesopotamia Pt. 1

Overview

During Unit 1, students will be introduced to Prehistory and Part 1 of Ancient Mesopotamia. Students will learn how early humans adapted to their environment. They will be exposed to geography, religious concepts, and the civilization of Mesopotamia.

Essential Questions	Enduring Understandings
- How did early humans interact with the environment? - How did humans' way of living change as they interacted and adapted? - What kind of culture did early humans create? - How did farming advance the quality of human life? - What is the relationship between Fertile Crescent and Mesopotamia? - What religious concepts developed in Mesopotamia? - How did city-states turn into empires? - What contributions did the Mesopotamian civilization make to the development of writing and law?	- Early humans adapted to their environment. They developed tools and domesticated plants and animals to improve their lives. - As people became better farmers, they settled into larger villages. Some developed into complex villages with new ways of life. - Farming developed independently in river valleys throughout the world. - The geography of Mesopotamia influenced where people settled and how they lived. - A complex way of life, called civilization developed in Sumer, a region in southern Mesopotamia. - Successive empires rose and fell in Mesopotamia and the lands to the east. - The land between the Tigris and Euphrates was able to support agriculture. - Mesopotamia developed the basic concepts of writing and law for human civilization.

Unit 1 Prehistory & Ancient Mesopotamia Pt. 1

Content Standards
6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

Unit 1 Prehistory & Ancient Mesopotamia Pt. 1
Content Standards
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
Core Ideas
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry
Political and civil institutions impact all aspects of people's lives.

Unit 1 Prehistory & Ancient Mesopotamia Pt. 1
Content Standards
Core Ideas
Human rights can be protected or abused in various societies.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
The physical and human characteristics of places and regions are connected to human identities and cultures.
Economic interdependence is impacted by increased specialization and trade.
Chronological sequencing helps us track events over time as well as events that took place at the same time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Historians develop arguments using evidence from multiple relevant historical sources.

Student Learning Objectives
Students will…   ● Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.   ● Select and use various geographic representations to compare information about people, places, regions, and environments.   ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.   ● Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.   ● Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.   ● Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.

- Respond to open-ended essay questions.
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
 ● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

Gifted and Talented Students	504 Plan
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**
ELA Standards - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. - RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. - W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. - W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. - SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Computer Science and Design Thinking Practices** 1. ☐ Fostering an Inclusive Computing and Design Culture 2. ☐ Collaborating Around Computing and Design 3. ☐ Recognizing and Defining Computational Problems 4. ☐ Developing and Using Abstractions 5. ☐ Creating Computational Artifacts 6. ☐ Testing and Refining Computational Artifacts 7. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills
- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change

Addressed in Unit 2

SEL Competencies
● **Self - Awareness** ● **Self - Management** ● **Social Awareness** ● **Responsible Decision Making** ● **Relationship Skills** **https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** ● Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
● Civilization

| Empires |
| Environment |
| Fertile Crescent |
| Mesopotamia |

- Empires
- Environment
- Fertile Crescent
- Mesopotamia

District/School Tasks	**District/School Primary and Supplementary Resources**
• See Formative/Summative Assessments	**District-Mandated Resources** • Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2 **Assessment Resources:** **Other Resources:** • Mesopotamia **(Diversity, Equity and Inclusion)** • World History: Mesopotamia **(Diversity, Equity and Inclusion)** • Ancient Mesopotamia 101 **(Diversity, Equity and Inclusion)** • Mesopotamia: Crash Course **(Diversity, Equity and Inclusion)** • History of Mesopotamia **(Diversity, Equity and Inclusion)** • LGBTQ+ in the Ancient World **(LGBTQ+)**
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 2: Ancient Mesopotamia Pt.2 & Ancient Egypt

Overview
During Unit 2, students will continue to learn about Ancient Mesopotamia and be introduced to Ancient Egypt. Students will learn about Egyptian civilization and innovations. Students will also learn about the major beliefs and rituals in Judaism.

Essential Questions	Enduring Understandings
- How did the Nile shape ancient Egypt? - How did religion influence the daily life, government, and culture of ancient Egyptians? - What has been the lasting impact of Egyptian civilization on current society? - Why did the three kingdoms of ancient Egypt decline? - How did the Israelite Kingdom rise and eventually fall? - What are the major beliefs and rituals in Judaism? - How is the Jewish present shaped by its past?	- Egyptian civilization was established in a geographically favorable area (fertile soil, ready water supply, natural barriers for protection. - Egyptian civilization was characterized by settled agriculture, city-states, trade in products and ideas, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system. - Egyptian success was based on: strong leadership, strong economy, common culture, and favorable geographic conditions (climate, natural resources, protective natural boundaries, etc.). - Egypt's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces. - Egyptian innovations contributed greatly in the continuing development of modern society. - The ancient Israelites, also known as the Hebrew people, emerged in the eastern Mediterranean coastal region and eventually established the kingdom of Israel with Jerusalem as their capital. - Throughout history, the Jewish people have survived and developed despite experiencing revolt, defeat, and migration. - The Israelite religion is known as Judaism - its followers today are called Jews or the Jewish people. - Judaism is founded on the concept of monotheism - the belief in one god. - Jews believe they have a covenant or agreement with their God - in return for obedience, they receive special status (Chosen People), guidance and the land of Israel. - The modern-day nation of Israel is the homeland for the Jewish people. - Jewish teachings and beliefs have had a major influence on Western Civilization - their essential teachings come from a series of texts, most notably the Tanach.

Unit 2 Ancient Mesopotamia Pt.2 & Ancient Egypt

Content Standards
6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Unit 2 Ancient Mesopotamia Pt.2 & Ancient Egypt
Content Standards
6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
Core Ideas
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.
Political and civil institutions impact all aspects of people's lives.
Human rights can be protected or abused in various societies.
The physical and human characteristics of places and regions are connected to human identities and cultures.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
Economic interdependence is impacted by increased specialization and trade.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Chronological sequencing helps us track events over time as well as events that took place at the same time.
Historians develop arguments using evidence from multiple relevant historical sources.
Historical contexts and events shaped and continue to shape people's perspectives.

Unit 2 Ancient Mesopotamia Pt.2 & Ancient Egypt

Content Standards

The physical and human characteristics of places and regions are connected to human identities and cultures.

Student Learning Objectives

Students will…
- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions.
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that are effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher

- Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	- Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

Gifted and Talented Students		**504 Plan**
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping		- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections		**Computer Science and Design Thinking**

ELA Standards
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science and Design Thinking Practices

8. ☐ Fostering an Inclusive Computing and Design Culture
9. ☐ Collaborating Around Computing and Design
10. ☐ Recognizing and Defining Computational Problems
11. ☐ Developing and Using Abstractions
12. ☐ Creating Computational Artifacts
13. ☐ Testing and Refining Computational Artifacts
14. ☐ Communicating About Computing and Design

Computer Science and Design Thinking Standards
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills
- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change
6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

SEL Competencies
Self - Awareness   **Self - Management**   **Social Awareness**   **Responsible Decision Making**   **Relationship Skills**   **https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Differentiated Interactive Notebook Entries - Student Role-Playing Activities	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

- Exit Slips & 3-2-1 Reflections
- Teacher-Created Quizzes
- Digital Formative Assessment Options

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:
- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

Summative Assessments:
- Investigate hieroglyphics; create a cartouche, develop a new system of writing.
- Research technological advances; make a pyramid model; design an irrigation system.
- Investigate the death of Tutankhamen; present a CSI show.
- Annotate and illustrate a timeline of four periods in the history of Kush and evaluate the influence of location on the history of Kush.
- Breakdown how revolt, defeat, and migration led to great changes in Jewish culture.
- Find a current article illustrating a central teaching of Judaism and present your findings.
- Work together to create a timeline of the key events in the Jewish Diaspora and explain how Jews were able to preserve their teachings.

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

- Civilization
- Invasion
- Judaism
- Migration
- Revolt
- Rituals

District/School Tasks	District/School Primary and Supplementary Resources
- See Formative/Summative Assessments	**District-Mandated Resources** - Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2 **Assessment Resources:**

Other Resources:

- [Climate Change and the Rise and Fall of Civilizations](#) **(Climate Change)**
- [Climate Change and Ancient Civilizations](#) **(Climate Change)**
- [Mesopotamia](#) **(Diversity, Equity and Inclusion)**
- [World History: Mesopotamia](#) **(Diversity, Equity and Inclusion)**
- [Ancient Mesopotamia 101](#) **(Diversity, Equity and Inclusion)**
- [Mesopotamia: Crash Course](#) **(Diversity, Equity and Inclusion)**
- [History of Mesopotamia](#) **(Diversity, Equity and Inclusion)**
- [Building the Pyramids of Ancient Egypt](#) **(Diversity, Equity and Inclusion)**
- [The Kush in Ancient Nubia and Egypt](#) **(Diversity, Equity and Inclusion)**
- [Ancient Israel](#) **(Holocaust)**
- [Israel](#) **(Holocaust)**
- [Egyptian Slaves](#) **(Amistad & SEL)**

Instructional Best Practices and Exemplars
[See Appendix A for Instructional Best Practices and Exemplars](#)
Pacing Guide
<post link here>

Unit 3: Ancient India & Ancient China

Overview

During Unit 3, students will be introduced to Ancient India and Ancient China. Students will learn about Ancient Indian civilization, Hinduism, and inventions created during Ancient and Medieval China.

Essential Questions	Enduring Understandings
- How did geography impact the Indus Valley civilization? - What are the origins and characteristics of Hinduism and Buddhism? - How were the social classes structured in Indian society? - What have been the lasting impacts of ancient Indian civilization on current society? - What led to the decline in power of the ancient Indian civilization? - How was China's isolation good and bad? - How did the rivers of China shape its culture and influence the building of the Grand Canal? - How did the beliefs within Legalism, Taoism, and Confucianism shape the values, societal norms, and governing of China? - How did the Qin and Han empires unite China and set the pace for its development politically and culturally? - How did the inventions of Ancient and Medieval China shape and improve the life of the Chinese and affect modern societies? - What was the importance of the Silk Road?	- Northern India and southern India differ in their geography and climates. The Himalayan Mountains in the north afford the civilization with protection, while the Indus River provides fertile soil and water for irrigation. - Rainfall, deforestation, and flooding had major effects on agriculture for Ancient India. - Mohenjo-Daro was an important city that gives archeologists critical information about how ancient Indian cities functioned. - The caste system of social classification was defined by the Aryans. - Hinduism is one of the world's oldest religions and was created out of Aryan culture with multiple gods governing various aspects of the universe. - The religion of Buddhism comes from the teachings of Buddha, an Indian prince. Buddhism provides instructions for followers to use to attain enlightenment and peace. - Ashoka's Buddhist principles united people in his kingdom. - Gupta rule ended centuries of conflict and created a golden age characterized by peace, prosperity, and many new inventions. - Decline for ancient Indian civilizations occurred at various times throughout history, usually due to infighting and the splitting up of empires into smaller kingdoms that were more vulnerable to outside invaders. - China's isolation provided an opportunity for technological development, but eventually limited its ability to share in the achievements of other civilizations. - China's rivers helped shape its culture and influenced the building of the Grand Canal. - Religious beliefs influence individual actions as well as aspects of culture and politics. - Powerful leaders of Ancient China united China into a single empire and significantly impacted China's religious beliefs, government, and other cultural traditions. - Inventions created during Ancient and Medieval China, not only impacted their time, but they continue to influence us today. - The Silk Road is one of the earliest examples of globalization and sharing of goods and ideas between various cultures.

Unit 3 Ancient India & Ancient China

Content Standards

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Unit 3 Ancient India & Ancient China
Content Standards
6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Core Ideas
Relationships between humans and environments impact spatial patterns of settlement and movement.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.
Political and civil institutions impact all aspects of people's lives.
Human rights can be protected or abused in various societies.

Unit 3 Ancient India & Ancient China
Content Standards
The physical and human characteristics of places and regions are connected to human identities and cultures.
Core Ideas
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
Economic interdependence is impacted by increased specialization and trade.
Chronological sequencing helps us track events over time as well as events that took place at the same time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Governments have different structures which impact development (expansion) and civic participation.
Perspectives change over time.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade
Economic interdependence is impacted by increased specialization and trade.
An individual's perspective is impacted by their background and experiences.

Student Learning Objectives

Students will…
- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions.
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

- Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	- Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience

Gifted and Talented Students	504 Plan
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	Computer Science and Design Thinking
ELA Standards - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	**Computer Science and Design Thinking Practices** 15. ☐ Fostering an Inclusive Computing and Design Culture 16. ☐ Collaborating Around Computing and Design 17. ☐ Recognizing and Defining Computational Problems 18. ☐ Developing and Using Abstractions

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

19. ☐ Creating Computational Artifacts

20. ☐ Testing and Refining Computational Artifacts

21. ☐ Communicating About Computing and Design

Computer Science and Design Thinking Standards
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change
Addressed in Unit 2
SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Differentiated Interactive Notebook Entries - Student Role-Playing Activities - Exit Slips & 3-2-1 Reflections - Teacher-Created Quizzes - Digital Formative Assessment Options Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** - Analyze images representing important beliefs in Hinduism to discover the religion's origins in ancient traditions and discuss how these beliefs affect life in ancient India and today. - Students create a relief map and a geographic poster of China's five regions and support hypotheses about the influence of geography on settlement and ways of life in ancient China. - Visit stations to learn about Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science. Create an

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) - Exit tickets, rotational activities (stations), quizzes, and small group activities - Classwork, homework, group work (formative assessment) - Pre-Assessment, teacher's observation, class discussion, and journal	illustrated catalog of the typical trade goods traveling to and from China along the Silk Roads. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
- Buddhism - Civilization - Governing - Hinduism - Indus Valley - Social Classification - Societal Norms

District/School Tasks	**District/School Primary and Supplementary Resources**
- See Formative/Summative Assessments	**District-Mandated Resources** - Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2 **Assessment Resources:** **Other Resources:** - Economics in Ancient India **(AAPI)** - Ancient India **(AAPI)** - Ancient India: Civilization and Society **(AAPI)** - Growth in Early China **(AAPI)** - Ancient Civilization: China **(AAPI)** - Ancient China: Civilization **(AAPI)**

Instructional Best Practices and Exemplars
[See Appendix A for Instructional Best Practices and Exemplars](#)
Pacing Guide
<post link here>

Unit 4: Ancient Greece

Overview
During Unit 4, students will be introduced to Ancient Greece. Students will learn about Greek civilization, the impact of geography on the civilization, and democracy.

Essential Questions	Enduring Understandings
- How did geography impact the Greek civilization? - What were the similarities and differences between Athens and Sparta? - What has been the lasting impact of ancient Greek civilization on current society? - How does Greek mythology influence literature even today? - Who was Alexander the Great - hero or villain? How, where, and why did he spread Greek culture? - What led to the decline in power of the ancient Greek civilization?	- The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization. - Ancient Greek civilization was characterized by settled agriculture, city-states, trade in products and ideas, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system. - Ancient Greek success was based on strong leadership, strong economy, common culture, and favorable geographic conditions. - Greece's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces. - Interactions among different city-states and cultures resulted in change and conflict. - Greek philosophy, architecture, math, and science have influenced modern society while many of Western civilization's symbols, metaphor, words, and idealized images, come from ancient Greek mythology. - While democracy provides individual's the greatest opportunity of liberty, freedom, and equality- it is inherently inefficient, indecisive, and allows for the questioning of decisions; thus historically, making it less desirable for aspiring powerful nations.

Unit 4 Ancient Greece
Content Standards
6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Unit 4 Ancient Greece
Content Standards
Core Ideas
Governments have protected and abused human rights (to varying degree)s at different times throughout history.
Perspectives change over time.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
Relationships between humans and environments impact spatial patterns of settlement and movement.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
Economic interdependence is impacted by increased specialization and trade.
An individual's perspective is impacted by their background and experiences.
Historians analyze claims within sources for perspective and validity.
Historical contexts and events shaped and continue to shape people's perspectives.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives
Students will… ● Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists. ● Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills. ● Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments. ● Respond to open-ended essay questions. ● Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses. ● Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

- Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	Build on what students already know and prior experience

Gifted and Talented Students	504 Plan
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	Computer Science and Design Thinking
ELA Standards - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	**Computer Science and Design Thinking Practices** 22. ☐ Fostering an Inclusive Computing and Design Culture 23. ☐ Collaborating Around Computing and Design 24. ☐ Recognizing and Defining Computational Problems 25. ☐ Developing and Using Abstractions 26. ☐ Creating Computational Artifacts 27. ☐ Testing and Refining Computational Artifacts

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

28. ☐ Communicating About Computing and Design

Computer Science and Design Thinking Standards
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change
Addressed in Unit 2
SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Differentiated Interactive Notebook Entries - Student Role-Playing Activities - Exit Slips & 3-2-1 Reflections - Teacher-Created Quizzes - Digital Formative Assessment Options Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** - Complete a storyboard draft of a children's book about the geography of ancient Greece and how it influenced the Greek way of life. - Evaluate the four forms of government practiced in ancient Greece and complete a report card. - Compare and contrast Athens and Sparta by writing statements for an Athenian citizen and a Spartan soldier. - Create an argument to answer the question: What do dramas of ancient Greece reveal about its society?

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) - Exit tickets, rotational activities (stations), quizzes, and small group activities - Classwork, homework, group work (formative assessment) - Pre-Assessment, teacher's observation, class discussion, and journal	- Debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire. - Illustrate and annotate a spectrum to evaluate the impact of five Greek contributions on modern life. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
- Aegean Basin   - Civilizations   - Metaphor   - Mythology   - Philosophy

District/School Tasks	**District/School Primary and Supplementary Resources**
See Formative/Summative Assessments	**District-Mandated Resources** - Grade 7 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 2 **Assessment Resources:** **Other Resources:** - Art from Ancient Greece **(Diversity, Equity and Inclusion)** - Athletics in Ancient Greece **(Diversity, Equity and Inclusion)** - The Survival of Athenian Democracy **(Diversity, Equity and Inclusion)** - The Good Strife: The Greeks **(Diversity, Equity and Inclusion)** - Theseus and the Minotaur-CommonLit - Homer and the Gods: The Greeks **(Diversity, Equity and Inclusion & SEL)**

Instructional Best Practices and Exemplars
See Appendix A for Instructional Best Practices and Exemplars
Pacing Guide
<post link here>

Appendix A: **Instructional Best Practices and Exemplars**

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B:

Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:

\<subject\> Classroom Philosophy, Schedule, Structure, and Expectations